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ABSTRACT

The purpose of this document is to review the findings of a research project designed to: (1) determine what efforts were being conducted to address the shortage of male and minority teachers in the National Council for the Accreditation of Teacher Education (NCATE) institutions; (2) identify articulation agreements, innovative recruitment and retention programs between two year college and NCATE institutions. The following are some of the key findings of the report: (1) Out of a 116,705 students enrolled in teacher education programs, 18,067 (15%) are male and 9,052 (8%) are minorities; (2) there are 55 programs that recruit minorities; (3) there are six specific programs that recruit males such as Arkansas State University and Concordia College in Nebraska; and (4) most collaborative recruitment efforts are informal with a variety of structures, purposes, and targeted populations. The document concludes with a discussion of data and recommendations. Some of these recommendations include the following: (1) having eminent teacher organizations, such as the NCATE, establishing task forces in the teacher education arena; and (2) accrediting agencies and policy makers should hold their teacher education institutions accountable for retention and recruitment of males and students of color. (Contains 49 references.) (MZ)

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Reflections on an NCATE Study

The Recruitment and Retention of Males and Minorities

In National Council of Accreditation Teacher Education (NCATE)

Institutions: The Role of the Two-Year College in Teacher Education

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Two Year-NCATE

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Although a recent survey revealed that despite log hours, low pay, and a host of related problems, teachers still love their profession (NEA, 2003). Nevertheless, there is a national concern about the impact of changing demographics on the American educational system and the supply of teachers. Some parts of the impact have been identified as having negative results for children in today's American classroom. Three problem areas are the:

(1. continued reality of the shortage of qualified teachers and the loss of the most competent and prospective teachers to business and industry (Stroup, 2002).

(2) decreasing numbers of minority teachers in today's classrooms in areas where the number of minority students is rapidly increasing (NEA, 2003; Ryan & Cooper, 2002; Wilder, 2000; Eubanks & Weaver, 1999; Irvine, 1988) .

(3) small numbers of male teachers in areas where an increasing number of male students reside in single female-headed households (Okezie, 2003; Hodgkinson, 2002; Brown & Butty, 2000).

Two-year colleges have a vital role to play in solving the problems related to the shortage of teachers because they not only provide innovative programming and are easily accessible (Cohen & Brawer, 1996) but the largest percentage of minorities, re-entry adult students and males attending college today are enrolled in two year community colleges (Lehane, 2001). The purpose of this paper is to review the findings and recommendations of a research project designed to: (1) determine what efforts were being conducted to address the shortage of male and minority teachers (Hispanics, African-Americans, Asians, American-Indians) in National Council for the Accreditation of Teacher Education (NCATE) institutions and (2) identify articulation agreements, innovative recruitment and retention programs between two-year colleges and NCATE institutions.

The review of the literature entails three areas: the teacher shortage and related problems, the need for male and teachers of color, articulation issues and the role of the two-year college in teacher education. America's teacher shortage continues to plague our country. It is projected that within the next decade, America will need approximately between 2 and 2.5 million teachers in K-12 classrooms (Storup, 2002; Townsend & Ignash, 2003). This projection is complicated by the fact that between 40 and 50 percent of beginning teachers depart from the profession within the first five years of employment because of disillusionment with salaries, working conditions, discipline problems, and a lack of mentors (Ingersoll & Smith; 2003; Ryan & Cooper, 2002). Yasin (1999) reported that according to NCES, 20 percent of teachers leave the profession within the first three years. To alleviate these problems, educators, school systems, and policy makers will need to address concerns in their teacher recruitment and retention plans.

Another related aspect of these problems is that while there is an increase in the racial and ethnic diversity of student population, there is a decline in minority and male teachers (Hodgkinson, 2003; Wilder, 2000; Ryan & Cooper, 2002). Because the teaching force is predominately Caucasian, female, and middle class (Evelyn, 2002; Wilder, 2000; Holmes Group, 1995; Ottuya, 1988), researchers suggest that this creates an undesirable imbalance in the classroom and impacts learning (Eubanks & Weaver, 1999; Irvine, 1988). These same researchers state that since America's population is becoming more diverse, it stands to reason that this diversity should be reflected in its teachers. To this end, teachers of color are needed to serve as role models for all students and to provide expertise in helping students bridge language barriers (Piercynski, Matranga, & Peltier, 1997). On the other hand, it must be noted that teachers of color tend to experience some of the problems that their K-12 students encounter. As a case in point, Sue (1996) found that although minorities encountered

comparatively more obstacles in making a teacher education career choice, had lower socio-economic status and less positive education experiences, they perceived that they could make a difference with their students. Blair (2003) reported that African American teachers who apply to the National Board Professional Teaching Standards certification were less likely to receive certification than their white counterparts. This report found that "...educators of all races who win approval have higher standardized-test scores and work in higher-performing schools located in wealthier communities than those who fail" (Blair, p. 5). Bracey (2001) explored the reasons that Asian Americans fail to enter the profession; these included low wages, multiple career alternatives, the perceived low status of the profession, racism/discrimination, perceived language and cultural differences and the lack of respect given to teachers in America.

More importantly, the lack of male role models is reflected in the low numbers of males entering the profession, particularly in early childhood education (ECE). One in four teachers is a male (NEA, 2002). Hill (1996) reported that only 11 percent of the nation's 1.3 million public school elementary teachers (early childhood) are male and because of public stereotypes, some school districts will not hire male kindergarten teachers. On the other hand, Hill found that of the 1.2 million public secondary teachers, 43.8 percent are male. Okezie (2003) stated that low status, inadequate academic background stemming from the K-12 education, and the increase in teacher competency tests may discourage African American male applicants. Males may avoid early childhood education because of low salary and the perceptions indigenous to the risk of sexual abuse allegations (Barnard, Hovingh, Nezwek, Pryor-Bayard, Schmoldt, Stevens, Sturrus, Wakebe, & Weaver, 2000). All in all, the presence or absence of male teachers impacts both the school and community's culture (Lewis, Butcher, and Donnan, 1999). As a case in point, if one were to consider the apparent lack of male teachers in selected schools,

the impact of poverty and the absence of positive male role models, a new picture could develop that would be detrimental to our community. For example:

> The percentage of Black female-headed households below the poverty level in 2000 was nearly 6 times higher than the percentage of Black married-couple households below the poverty level. Thirty-five percent of all Black female –headed households were below the poverty level in 2000, whereas 6 percent of all married-couple Black families were below the poverty level (Hoffman, Llagas, and Snyder, 2003, p12).

To address the aforementioned concerns and increase the numbers of teachers, new avenues have been explored. The first and most reliable pool of prospective teachers has been institutions of color. The largest resource of teachers of color continues to be the minority-serving institutions –historically African American colleges, tribal colleges, and Hispanic Serving institutions (Gursky, 2002). A second emerging avenue is the two-year college sector. Since more than half of America's postsecondary institutions are two-year colleges ((NEA, 2002), they can play a vital role in correcting the imbalance and addressing the teacher shortage. Haberman (1989) recommended that designing articulation programs between two-year and senior level colleges could reduce the teacher shortage. Assets of two-year institutions include accessibility, affordability, support services and a history / mission statement that exudes quality teaching (Gederman (2001). Another valuable asset of these colleges is the fact that the largest population of African American and Hispanic students as well as returning women students is enrolled in two-year colleges (Lehane, 2001). The two-year college's role in teacher education is underscored by Evelyn (2002) and Bragg (1998) who found that 40 percent of prospective teacher education majors take most of their math or science courses at the two-year colleges.

Although some two-year college practitioners (Williams, 1998; Harver & Watson, 1997) have acknowledged that the role of professional teacher education is consistent with the two-year college mission statement, this mission is challenged in some educational circles. First, there

appears to be a lack of research in the area of two-year colleges and teacher education; this may be due in part to the fact that two-year college professors, are not engaged in research activities as compared with their senior college counterparts (Maddox & Creamer, 1998). Bers and Calhoun (2002) asserted that two year college researchers and university researchers not only have different research agendas and audiences, but they fail to benefit from each other's work. DeBeal (2001) stated that two-year colleges are often the neglected player, the Rodney Dangerfield, in the higher education hierarchy of innovation and reform; he and Kistler (1997) called for articulation and collaboration between these colleges and four-year institutions.

From a historical perspective, the role of the two-year college in teacher preparation appears to be cohesive enough to offer fertile research possibilities and practical applications. Gederman (2001), in tracing the role of two-year colleges from the 1920's to the present, concluded that their contribution to teacher education was in the areas of general education curricular, specific programming (child development courses) and traditional academic discipline coursework. The National Science Foundation (1998) symposium addressed the role of two-year colleges in the science and mathematics programs. The Texas Community College Association (2000) sponsored a satellite program concerning alternative licensure programs for community colleges. In 2002, the American Association of Community Colleges- Teachers of Humanities presented a conference and mentor program on the role of the two-year college in teacher recruitment for English education majors.

While these initiatives are significant, a few missing elements are pronounced: What proposals are the traditional teacher education organizations generating to address the teacher education issues and the role of two-year colleges? How are these teacher education institutions and organizations collaborating to address the shortage of males and teachers of color? What is

the nature of collaborative agreements between the two these institutions and two-year colleges? Some of these organizations include the Association of Teacher Educators (ATE), the American Association of Community Colleges (AACC), American Association of Colleges for Teacher Education (AACTE), and the National Council of Accreditation of Teacher Education Programs (NCATE). At the time that this study was conducted, these organizations did not have tasks forces, special interest groups, or policy statements that focused on the role of the two-year college and teacher education. AACTE (2002) recognized the crucial role of two-year colleges in the recruitment of quality teachers in an unprecedented policy statement. Hence, the purposes of this project are to: (1) identify the role that two-year colleges can play in teacher education;

(2) determine what efforts were being conducted to address the shortage of male and minority teachers (Hispanics, African-Americans, Asians, American-Indians) in the National Council of Accreditation of Teacher Education Programs (NCATE); (3) identify articulation agreements, innovative recruitment and retention programs between two-year colleges and NCATE institutions.

PURPOSE OF THE STUDY

The study was conducted to: (1) determine what efforts were being conducted to address the shortage of male and minority teachers (Hispanics, African-Americans, Asians, American-Indians) in the National Council of Accreditation of Teacher Education Programs (NCATE); (2) identify articulation agreements, innovative recruitment and retention programs between two-year colleges and NCATE institutions.

METHODOLOGY OF THE STUDY

Personnel from 462 colleges and /or universities on the 1992-93 National Council of Accreditation of Teacher Education (NCATE) were surveyed regarding the status of recruitment of males and minorities as Teacher Education majors at their respective colleges and/or universities.

SELECTION PROCESS

All of the colleges and universities on the NCATE list were surveyed. This population was chosen because its accrediting body, NCATE accredits only those schools, departments, and colleges of education, which measure up to rigorous national standards.

LIMITATIONS

This is a descriptive study and the findings are limited to the 129 colleges and/or universities responding. There is no attempt to generalize the findings to all NCATE schools or to other Teacher Education colleges and universities who are not on the 1992-93 NCATE list.

SUMMARY OF NCATE STUDY FINDINGS

Four hundred and sixty two colleges representing 50 states, the District of Columbia, and Puerto Rico were surveyed. One hundred-twenty-nine colleges representing 42 states and the District of Columbia responded. The combined data reveal the following:

1. There are 116,705 students enrolled in teacher education programs.

2. Eighteen thousand and sixty-seven (18,067) of the above referenced students are male and 9,052 are minorities.

3. Seven thousand three hundred and sixty-nine (7,369) of these male subjects are high school education majors, 3,866 are early and/or middle grades majors, and 531 are special education majors.

4. One thousand seven hundred twenty-four (1,724) of the minority subjects are high school education majors, 2478 are early and/or middle grades education majors, and 404 are special education majors.

5. There are 55 programs that recruit minorities.

6. There are six programs that specifically recruit males; the three respondents that granted permission for this release of program information were Arkansas State University, Concordia College (Nebraska), and Lock Haven University (Recruitment and Retention Plan, Pennsylvania.). The other three NCATE respondents who did not grant release of information were located in the states of Oklahoma, Florida, and Kansas.

7. Most collaborative recruitment efforts are informal. Programs between two-year colleges and senior level institutions are of a variety with different structures, purposes, and targeted populations. Fifty-eight respondents noted that they had formal agreements with two-year colleges while 76 respondents noted that the agreements were informal.

8. Two Oklahoma NCATE institutions reported that legislative mandates were important in establishing and perpetuating articulation agreements between community colleges and NCATE institutions. A copy of the Oklahoma Legislative Code 698.1 is included in the appendices.

These findings must be viewed in reference to the limitations of this study. Due to these limitations, the researchers are reluctant to draw conclusions. However, the data does reveal that minorities, at least female minorities, major in early and middle grades education or special education. Males on the other hand major in high school (subject area) education.

Complete Data Package

The researchers have a complete summary of collaborative structures and a state-by-state summary of majors, males, minorities and types of programs with descriptions. This information will be shared in this presentation.

Additional Information Included on the Survey Forms

The following statements were included on the surveys received from respondents:

Question #3: How many males and minorities are there in your program with the majors below?

1. We talk about it but have no plan of action.
2. The enclosed legislative initiative helped us: See Oklahoma Legislative Code 698.1. See the appendices.
3. We have a minority counselor. The college employs recruiters for this purpose.
4. We don't recruit, especially for teacher education.
5. This area is one we are still discussing. We have a minority population of 3% in the surrounding counties. We must work on this area of our program. We would be interested in any ideas generated through your work.
6. There are no programs that focus on recruiting and retaining TE majors; however, Minority Student Affairs has begun a sub-group comprised of African American males.
7. The Dean's Office of the School of Education is in charge of minority recruitment.
8. We have minority counselors.
9. We currently do not have innovative programs in this area.
10. We have several overall efforts. None qualifies as a complete special program.
11. We have a minority recruitment plan.
12. This is in the process of being established.

13. A committee has been formed to address the issue of minority recruitment; no formal program yet.

Question # 4: What special programs are there at your institution to recruit and retain male and minority teacher education majors?

1. We don't keep data this way.
2. Data is not available at this time.
3. Regretfully, I do not have reasonable access to the data.
4. The Affirmative Action Office (is the) regular liaison and (provides) outreach with the community colleges; it has programs and partnerships.

INNOVATIVE PROGRAM SUMMARIES

These institutions granted permission to release survey information.

ALABAMA

University of South Alabama

There is a program to recruit minority teachers.

ALASKA

University of Alaska at Fairbanks.

The School of Education has a program to recruit and support Alaska Native teachers. The initiative will further strengthen the elementary education program by producing teachers who are better able to service rural Alaska Native communities.

ARKANSAS

1. The University of Arkansas Annual African –American Future Educators of Arkansas Conference.

   The program, established in 1990, is designed to help African American high school students grades 9-12 understand the joys of teaching, recognize the viability of attending college and the related tangible and intangible rewards. All colleges and universities in the state of Arkansas are invited to participate in the conference.

2. University of The Ozarks

   There is informal collaboration on coursework between the institution and selected community colleges

3. Arkansas State University

The University, the Students of Arkansas Education Association, and the Jonesboro Teachers Association sponsor a Summer Academy for Future Teachers. The program recruits academically promising students (male and minorities) into the teaching field.

Colorado

University of North Colorado

There is a formal articulation agreement with community colleges which guarantees automatic admission.

District of Columbia

Catholic University

This University uses a Coke Scholarship to recruit and retain minority students.

Florida

1. Teacher Education for America's Minorities (T.E.A.M) Program. This program recruits males and minorities.
2. University of West Florida

The College of Education sponsors a special initiative, Opportunities for Minority Students Preparing for Careers in Public Education. A student education club, financial aid, career information, and tutorial assistance are offered.

There is a written articulation agreement with the area community colleges called the 2+2 for bachelor level Teacher Education Programs.

GEORGIA

1. Consortium For Minority Students

   This program recruits and nurtures high school students who are prospective teacher education candid

2. Armstrong State University

   The DeWitt Wallace-Reader's Digest Pathways to Teaching Program recruits, screens, and selects scholars employed by the local board of education and prepares them to become professional teachers. Support is available through 80% tuition scholarships, orientation sessions, tutorials, workshops, and family support activities.

Idaho

Lewis and Clark College

There is an articulation agreement with a private community college where the students complete an associate degree in elementary education.

ILLINOIS

1. Southern Illinois University at Carbondale Higher Education Cooperative Action (HECA) Program

   This is a two-year grant from IBHE to support the recruitment and articulation related to minority students. There is a formal collaborative arrangement with six community colleges.

2. Wheaton College Recruitment Program

The Admissions Office has a full time staff member with prime responsibility for minority student recruitment. Since Wheaton is a liberal arts college, there is not a major emphasis on recruitment of students for specific careers; however, a special effort is made to recruit minority students who intend to major in the sciences or in education.

INDIANA

1. Cooperative University, Public, and Business Teacher Education Project

   The purpose of this project is to recruit and admit minority women to teacher education programs.

2. The Minority Student Leadership Award

   The purpose of this award is to extend the benefits of higher education to those minority students who demonstrate leadership qualities and the desire to learn. The award is for students with majors in all academic areas and is not limited to teacher education. It is granted annually for amounts up to $3,500 and is renewable for the recipients' undergraduate years if the student maintains full—time enrollment and a cumulative grade point average of 2.50 on a 4.0 scale.

3. Marion College Minority Scholarship and Recruitment Program

   This program is designed to recruit students at targeted minority high schools.

KANSAS

1. Fort Hayes University Academic Assistance Program for Minorities

   This program is a joint sponsored effort by the university, community college and public school system to recruit and train minority teachers. The sponsoring community college provides 12 hours of professional courses. The university provides the remaining courses. A partnership, field based component is being conducted with the public schools.

KENTUCKY

1. University of Louisville Career Opportunities In Special Education (C 0 S E)

   This program recruits and retains minorities for careers in special education.

2. University of Kentucky Teacher Opportunities Program (TOP)

   This is an accelerated teacher preparation program for minorities. It is state supported and leads to provisional certification in early elementary teacher (K-4). Counseling, monitoring and careful screening are components of this program.

3. Scholarships for Minority Students In Education

   The program provides scholarships for minority students in education. A federal grant has been provided for recruiting minorities for education programs.

MICHIGAN

1. East Michigan University Minority Initiative Program (MTI)

There is an Urban Teacher program and Minority Teacher Initiative.

This program facilitates the transfer process from the state community colleges (Oakland Community College) to Eastern Michigan University. Program components include career counseling, academic support, and mentoring.

There is a formal articulation agreement with the community college.

MINNESOTA

Gustavus Adolphus College

The Jefferson Elementary/South Minneapolis High School Exchange Program allows sophomore Gustavus Adolphus College students, who are applying for admission to a teacher education program, to experience an all day classroom visitation in their teaching area. In return, the Department of Education hosts a classroom of students from Jefferson Elementary for a day each semester.

MISSISSIPPI

1. University of Mississippi Teacher Corp recruitment Program

Liberal Arts graduates are recruited from three communities as teacher education candidates for critical shortage subject areas. One-half of the recruits are minorities. The program leads to the master's degree. Special features of the program are the intensive summer programs and scholarship aid during the entire first year and second summer.

2. DELTA STATE UNIVERSITY PAID TEACHER ASSISTANCE PROGRAM

The program is for local area teacher assistants. Qualified applicants take courses at Delta College leading to a degree in teacher education and they continue to receive their salaries while attending college. The institution recruits at three community colleges.

MISSOURI

1. University of Missouri St. Louis Bridge Program

The program is designed to facilitate the entrance of minority students into Bank Street College. Males and Minorities are recruited as teacher education candidates. Formal activities (visitations, conferences) facilitate the transfer of community college students to this university.

3. Teacher Education Cadet Program

This is a cooperative program between the colleges and the Missouri State Department of Education that is designed to recruit minorities.

4. Central Missouri State University Dimensions in Teaching Program

Senior level courses are offered at high schools to encourage minorities to enter teacher education. Campus instructors and public school teachers who obtain graduate courses or degrees from Central Missouri State University teach these courses.

5. Special Scholarships For Minorities

This program provides scholarship for students majoring in mathematics, science, and early childhood education.

6. Maryville University

Special scholarships are used to recruit minority students who plan to major in early childhood education. Informal articulation involves community colleges.

MONTANA

University of Montana

The office of Indian Education, Department of Education, funds the IEPD Program. The primary objectives are 1) to recruit, support, and train Indian elementary or secondary school teachers with resultant Bachelor's degrees and required certification 2) to recruit, support, and train Indian guidance counselors, and 3) to recruit, support, and train Indian school administrators.

The program offers academic guidance and assistance, special course work, payment of tuition, and a limited amount for stipends and books. Financial assistance is available to full time students.

NEBRASKA

1. Concordia College, Seward Nebraska

Financial Assistance Program

This program provides grants for males (3000) and minorities with majors in early elementary education.

2. University of Nebraska at Omaha Minority Intern Program

This program is operated in cooperation with the Omaha Public Schools. The purpose is to encourage minority students to consider teaching as a career and to further develop a staff that reflects the racial diversity of the Omaha Nebraska community.

3. UNIVERSITY OF NEBRASKA AT OMAHA MACALLISTOR SCHOLARS IN EDUCATION

This scholarship fund offers financial assistance to minority students who are interested in teaching as a professional career. A minimum of seventy-five percent of these scholarships are awarded to minorities.

NEW JERSEY

1. Rowan College-Teacher Opportunity Program

This is a program for minority public school paraprofessionals that allows them their salaried positions as instructional aids while enrolled in a teacher education program. Students in this program must first enroll in and complete an associate degree program. During phase two, certification courses are offered at the senior college and are scheduled to accommodate the students work schedules. The last phase is student teaching.

2. Jersey City State College Project Prime

This is a pilot program designed to recruit and train quality minority teachers for urban areas. The program is designed to identify promising minority high school

students and supports their financial aid and developmental needs through college graduation. The New Jersey Department of Education provided the initial funding for the program.

NEW MEXICO

1. New Mexico State University Recruiting Program

   This is a university-wide recruiting program and is not limited to education.

NORTH CAROLINA

Appalachian State University

The University sponsors Teacher Assistant programs that provide transfer hours from community colleges.

1. Pembroke State University and Fayetteville University Project Team (Teaching Excellence Among Minorities)

   This is a model program designed to increase the pool of minority teachers by recruiting and retaining African Americans and Native American students in teacher education.

2. Wake University Scholarships and Fellowships For Minorities

North Dakota

University of North Dakota/Turtle Mountain Community College Bilingual Educational Program

This program addresses directly the need of the Turtle Mountain Chippewa tribe for Native teachers prepared to work with LEP students and to bring a particular

strength in teaching math and science. The project established a collaboration between the University of North Dakota and Turtle Mountain Community College to enable preparation of elementary teachers at the undergraduate level in a special program of study. The program includes areas of concentration in mathematics or science and leads to endorsement in bilingual education. This project was developed because of educational needs identified at Turtle Mountain through testimony taken in preparation for the White House Conference on Indian Education and data collected by the North Dakota Department of Public Instruction.

OHIO

1. The Otterbein Scholars Program

   This program targets minority high school students as teacher education candidates. College Visitations, academic support and financial support are the major components of the program.

2. Teacher Education Recruitment Program

   This program recruits academically talented teacher education candidates who are high school juniors.

OKLAHOMA

1. Minority Recruitment Program

   The program seeks to recruit minorities, which includes Native Americans, as education majors.

2. STATE OF OKLAHOMA

Future Teachers Scholarships

This program provides scholarship aid to males and minorities and is sponsored by the Oklahoma State Regents for Higher Education. It is an incentive scholarship program to encourage the preparation of teachers in critical shortage areas for public schools at one or more of the Oklahoma public or private higher education institutions. (Legislative authorization is the key impetus for this model.)

3. Minority Teacher Scholarship Program

This state mandated program is designed to encourage the admission and retention of minority students who are residents and high school graduates interested in becoming educators.

4. Langston University

A state-mandate through the Regents' articulation agreement certifies that all graduates from two year community colleges will be considered to have met the University's general education requirements.

OREGON

1. Southern Oregon State (S O S E) Recruitment Program

This program provides academic, financial, and multicultural resources. Guidance, advisement, and tutorial assistance are features of this program.

3. Eastern Oregon State

   There is a federally funded program for bilingual (largely Hispanic) students and there is a basic handicapped learner and special education program that is funded with federal money.

4. Southern Oregon State College

   Minority Teacher Education Recruitment, Retention, and Graduation Plan

   This Plan provides support including college visitation, financial aid, and promotion of multicultural and multi-ethnic awareness.

PENNSYLVANIA

1. Edinboro University Special Recruitment and Assistance for African-American Students

   African American students in grades 9-12, from two Pittsburgh high schools are provided annually a one-week residential program which includes tutoring, career counseling, and campus orientation.

2. Unidentified Public College

   Social Equity Grants totally $50,000 are used to recruit students of color

3. Penn State

   Special Program for Hispanics in Teaching

   This program seeks to recruit and retain Hispanics in teaching.

   Minority Teachers 21st Century Program

The program encourages minorities to enter the teaching profession. Stimulating and nurturing pre college preparation is provided.

4. Millersville College Lancaster Partnership

The program identifies potential students in the eighth grade and encourages them to enter the teaching profession. Academic advisors, on campus pre-college experiences and mentoring are provided during the students' high school program. Scholarships covering college tuition, plus room and board are also provided. Millersville University, the school district of Lancaster, and several area corporations support this program.

5. West Chester University of Pennsylvania

Formal articulation agreements with community colleges are in place.

6. Millersville College Upward Bound Program

This is a federally funded program for low-income minority high school students who have an interest in post-secondary education and would be the first generation of their family to go to college. The program provides academic and financial support and encourages students to peruse careers in fields where minorities are under-represented.

Lock Haven University Recruitment and Retention Program

A student mentor training program, faculty student mentors, and one to one partnership with inner city schools are key components of this federally funded program. Early college admission program for summer study is provided to inner city student grades 10-12.

SOUTH CAROLINA

1. Winthrop University Teacher Cadet Program

   This program is open to all honor students, including males and minorities. The program is focused in 25 high schools across the state. College credit for education courses is earned. There is informal collaboration between Winthrop and community/technical colleges.

2. University of South Carolina

   There is a high teacher cadet program and a Benjamin Mays Academy for inner city minority middle school students. There is a formal agreement with four two-year system campuses

TENNESSEE

1. Austin Peay State University Minority Teaching Grant

   Representatives of the university conduct information sessions with high school students in Tennessee. The Minority Teacher Grant Program is open to undergraduate nontraditional minority Tennessee residents with a G.P.A. of 2.5. Recipients are provided full tuition, books, and work-study options. Recipients are required to perform community service activities. The program publicizes using a variety of media.

2. Milligan College: Minority Scholarship for Teacher Education Majors

   This college received a grant from the State Higher Education Commission to recruit non-traditional African American students.

Virginia

Eastern Mennonite College

There is an informal articulation agreement with community colleges and a cultural diversity grant for students.

Washington

University Of Washington

Programs are tied into the Office of Affirmative Action. Initiatives include scholarships, research assistantships, and special outreach activities. The institution works with Seattle Community College to recruit students of color for the teacher education program.

Texas

Texas A&M University

The College of Education has received approximately $500,000 to endorse scholarships for minority students who wish to teach.

WISCONSIN

University of Wisconsin –La Crosse Academic Summer Institute

The objective of this program is to help minority students make a smooth transition from high school to college. The ultimate goal of the Academic Summer Institute is to increase its participant's chances of graduating from the university. This is accomplished through the integration of an intellectually stimulating academic schedule with a highly structured support service. During the eight-week session, program students are housed at the university. Participants who successfully complete the program earn five semester hours of university credit that will be counted in the computation of their grade point average.

DISCUSSION AND RECOMMENDATIONS

While it is recommended that a more complete and definitive study be conducted on this topic with an added focus on funding sources for programs designed to recruit male and minority teacher education majors, the additional recommendations are as follows:

1. The eminent teacher organizations (ATE and AACTE, and NCATE) should establish task forces or standing committees on the two-year colleges in the teacher education arena. AACTE (2002) recommended that its members develop articulation programs, promote joint faculty development programs and foster accountability for transfer students; that is, two-year college students who transfer to AACTE institutions should meet the same standards as four year students (Lindstrom & Rasch, 2003). Programs, institutional practices and scholarships that promote and affirm student diversity should be indigenous to these efforts.

2. Accrediting agencies and state policy makers should hold teacher education institutions accountable for the promotion and actual documentation of recruitment and retention programs for males and students of color.

3. Teacher education professors and program directors in two-year colleges and NCATE, AACTE, etc. institutions need to cultivate collaborative dialogs and articulation agreements.

4. Two –year colleges should develop an information clearinghouse on two-year college teacher education programs. The newly formed National Association of Community College Teacher Education Programs (Baker, 2003) is a welcomed step in this direction.

5. All institutions should create scholarships and financial aid to support male and minority students at the two-year college level.

6. Two-year colleges should foster the development of mentor programs and assessment support (test-taking workshops/courses) for teacher education majors in general and males and students of color in particular.

7. The two-year college curriculum should include courses related to student diversity; in addition, two –year colleges should design early field experiences which include a variety of school settings (urban, suburban, alternative and rural).

8. Two-year colleges and teacher education institutions should develop national standards that reflect the resources needed to promote quality field experiences at the two-year college level.

9. Two-year colleges should promote and market professional development courses for currently licensed teachers.

10. Incorporate Harver and Watson's (1997) suggestions that two-year colleges:

provide for pre-teaching experiences (observation and service learning)

develop programs for the active recruitment of teachers

foster the development of pre-teaching student organizations

design and maintain in-service programs for current teachers

develop courses that reflect national math and science standards.

APPENDICES

This section includes the survey instrument, related letters, and the Oklahoma Legislative Code that was referenced in the section on innovative programs.

The Survey Instrument

DEKALB COLLEGE
NORTH • CENTRAL • SOUTH • GWINNETT

CENTRAL CAMPUS • 555 N. INDIAN CREEK DRIVE • CLARKSTON, GEORGIA 30021

MEMORANDUM

TO: Directors of College Teacher Education Programs

FROM: Pearl L. Henry Professor of Education and
Beryle Baker, NCC Counseling Coordinator
Developmental Studies

DATE: June 23, 1993

RE: Information Requested

During the last two years we have been surveying the literature related to issues in the teaching profession. The literature indicates that there is a shortage of minority teachers. The number of minority teachers in the American public school classrooms has declined. The same literature suggests that unless some special effort is made to remedy this problem, it will get worse. As a result of these findings, we have started a project to promote teacher education at our community college. The project is designed to place special emphasis on encouraging male and minority students to become teachers.

We are interested in finding out what the present trends are in teacher training programs which may impact the shortage problem. We have added the male focus because we feel that too few males, needed as role models, go into teaching positions which allow them to interact with children.

In our efforts to gather information, we are sending a brief survey form to colleges on the Abbreviated Annual List of Accredited Education Programs and Units 1992 published by the National Council for Accreditation of Teacher Education (see enclosure). Your assistance in providing this information will be greatly appreciated.

This information may be shared with other educators in oral and or written presentations. However, we will not identify any college by name unless it is a college whose appropriate personnel has given us permission to mention its program or project as a positive innovative model. A Permission form is attached to the survey form.
Thank you for your attention to this matter.

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Enclosures 2

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NORTH CAMPUS
2101 WOMACK ROAD
DUNWOODY, GEORGIA 30338

CENTRAL CAMPUS
555 N. INDIAN CREEK DR.
CLARKSTON, GEORGIA 30021

SOUTH CAMPUS
3251 PANTHERSVILLE ROAD
DECATUR, GEORGIA 30034

GWINNETT CAMPUS
1301 ATKINSON ROAD
LAWRENCEVILLE, GEORGIA 30243

ADMINISTRATIVE OFFICES • 3251 PANTHERSVILLE ROAD • DECATUR, GEORGIA 30034

A TWO-YEAR UNIT OF THE UNIVERSITY SYSTEM OF GEORGIA • "AFFIRMATIVE ACTION / EQUAL OPPORTUNITY EMPLOYER"

INFORMATION SURVEY FORM

Please answer each question. A brief answer is acceptable.

1. Which type of institution is your institution?

   Graduate Public

   Undergraduate Private

2. How many teacher education majors do your have in your program?

   Total Number_____
   Number of Minorities_____
   Number of Males_____

3. How many males and minorities are there in your program with the majors below?

   High School Areas (9-12)
   Males_____
   Minorities_____

   Middle Grades (5-8)
   Males_____
   Minorities_____

   Early Childhood Grades (K-4)
   Males_____
   Minorities_____

   Special Education
   Males_____
   Minorities_____

4. What special programs are there at your institution to recruit and retain male and/or minority teacher education majors?
   Males_____
   Minorities_____

5. Please describe your special program. Include with your survey response any literature you wish to share regarding your program.

6. Do you have a formal or informal collaborative teacher education arrangements with any two year community colleges? yes_____ no_____ formal_____ informal_____ (A brief description would be helpful)

PEARL L. HENRY/BERYLE I. BAKER
DEKALB COLLEGE CENTRAL CAMPUS 555 NORTH INDIAN CREEK DR CLARKSTON GA 30021

PERMISSION TO USE COLLEGE NAME IN REFERRING TO SPECIFIC INNOVATIVE TEACHER EDUCATION PROJECTS OR PROGRAMS SPONSORED BY SAID COLLEGE

I (We) hereby give Beryle Baker and Pearl L. Henry permission to use in their oral and written presentations the name of the college identified below when referring to an innovative teacher education program and/or project sponsored by said college.

I further state that I have the authority to give this permission.

College_____

Name_____

Position_____ Date_____

Name_____

Position_____ Date_____

I (We) do not give permission to use the college name in your presentations.

College_____

Name_____

Position_____ Date_____

Oklahoma Legislative Code

D. There is hereby created in the State Treasury a revolving fund for the Physician Manpower Training Commission to be designated the "OBRA Fund". The fund shall be a continuing fund, not subject to fiscal year limitations, and shall consist of all nonappropriated monies, including local nursing home association match money of appropriated funds, grants, gifts, and repayment of scholarships received by the Physician Manpower Training Commission. All monies accruing to the credit of said fund are hereby appropriated and may be budgeted and expended by the Physician Manpower Training Commission for such scholarships as may be provided for pursuant to the OBRA Program. Expenditures from said fund shall be made upon warrants issued by the State Treasurer against claims filed as prescribed by law with the Director of State Finance for approval and payment.

Added by Laws 1989, c. 369, § 22, operative July 1, 1989. Approved June 8, 1989. Emergency.

PROFESSIONAL TRAINING INSTITUTES, INCENTIVE SCHOLARSHIP PROGRAM AND FORGIVABLE LOAN PROGRAM

§ 698. Professional training institutes

A. The Oklahoma State Regents for Higher Education are authorized to develop professional training institutes for the purpose of increasing the available pool of qualified teachers in subject areas that are in critically short supply in the elementary and secondary public schools of this state. Said program shall be in conjunction with Title II of Public Law 98-377, "The U.S. Education for Economic Security Act of 1984", as amended.[1] The professional training institutes shall be located at and utilize the existing facilities of one or more of the Oklahoma public or private higher education institutions which provide programs of teacher education. The professional training institutes shall provide instruction for:

1. Graduates of accredited colleges who hold degrees with majors in and who wish to become certified in subject areas which are experiencing a shortage of qualified teachers; and

2. Teachers currently certified in subject areas which are experiencing an oversupply of qualified teachers and who hold degrees with majors in and who wish to be certified in subject areas which are experiencing a shortage of qualified teachers.

Initially, the professional training institutes shall provide instruction in the subject areas of mathematics, science, computer learning, and foreign languages and in teacher education in those subject

After three (3) years of operation, the Oklahoma State Regents for Higher Education shall have authority to redesignate, based on data supplied by the State Department of Education, the subject areas which are experiencing a shortage of qualified teachers and to change the institutes accordingly.

B. Each professional training institute shall offer an intensive academic credit program in a designated subject area of need or in teacher education.

C. Upon successful completion of a professional training institute, a participant shall be eligible to teach full-time in the subject area of need for one (1) year in the public schools of this state during the school year following completion of the institute.

D. To the extent that funding permits, it is the intent of the Oklahoma Legislature that participants not be required to pay for general enrollment fees, tuition, books, or special fees associated with a professional training institute. The Legislature further intends that participants be allowed to utilize campus housing and food services at the lowest available rate.

Added by Laws 1985, c. 354, § 2, emerg. eff. July 30, 1985.

[1] 20 U.S.C.A. § 3901 et seq.

Future Teacher Scholarship

§ 698.1. Incentive scholarship program

A. The Oklahoma State Regents for Higher Education are authorized to establish and maintain an incentive scholarship program to encourage the preparation of teachers, including minority teachers, in critical shortage areas for the public schools at one or more of the Oklahoma public or private higher education institutions. Prospective teachers, whether planning to pursue an undergraduate teacher education program or to become qualified to teach after earning a bachelor's degree in a critical shortage area, shall be considered if they have graduated from high school with a grade point average ranking them in the top fifteen percent (15%) of their graduating class. To the extent that funds are available, scholarships of One Thousand Five Hundred Dollars ($1,500.00) per year, renewable for up to three (3) additional years, shall be awarded to cover costs of general enrollment fees, other fees, books, materials, and services provided by the institution, including room and board.

B. It is the intent of the Oklahoma Legislature that the Oklahoma State Regents for Higher Education create a committee composed of educators, teacher educators from the participating institutions, other professionals from the shortage area fields, and representatives of the public schools and the State Department of Education to recommend to the State Regents the following:

1. Further criteria for the selection of participants;

2. Procedures for admission;

3. Procedures and instruments for assessing the effectiveness of the program; and

4. Any other criteria or procedures deemed necessary by the State Regents.

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The Committee shall prepare and deliver a report on the program to the Legislature on or before July 1 of each year.

C. Each participant, prior to entry into the program, shall have agreed to teach in the shortage areas in the public schools of this state for a minimum of three (3) consecutive years upon graduation and licensure as a teacher. Any participant failing to maintain a 2.5 grade point average, changing to an inappropriate area of study, withdrawing or otherwise leaving school, or failing to meet requirements for licensure and certification to teach as established by law shall be subject to disqualification from the program.

Added by Laws 1985, c. 354, § 3, emerg. eff. July 30, 1985. Amended by Laws 1990, c. 106, § 2, operative July 1, 1990. Approved April 19, 1990. Emergency.

§ 698.2. Forgivable loan program for higher education

A. It is the intent of the Oklahoma Legislature that the Oklahoma State Regents for Higher Education establish a program for making available forgivable loans, as defined in this section, to students enrolled in a major course of study at the graduate or undergraduate level who declare an intention to serve and who subsequently serve this state by teaching in the subject areas of mathematics, science, computer learning, or foreign languages at the elementary or secondary level in the public schools of this state. This program may be used by a state institution of higher education to meet any statutorily prescribed duty of providing financial assistance to minority students who intend to become teachers in the above subject areas.

B. The Oklahoma State Regents for Higher Education are authorized to provide student loans to persons who are enrolled at institutions of higher education in this state for the purposes specified in subsection A of this section. The loans shall be applied to the cost of said education. It is the intent of the Oklahoma Legislature that only those undergraduate and graduate students who are enrolled full time be eligible for said loans.

C. No person shall receive more than three annual loans of such kind. The maximum annual loan amount may be set by the Oklahoma State Regents for Higher Education at an amount not to exceed the normal cost of room, board, tuition, and fees at the state-supported colleges and universities, except that intersession or summer school loans may also be offered in amounts not to exceed one-third (⅓) of the annual loan amount.

D. The Oklahoma State Regents for Higher Education are authorized to forgive loans authorized pursuant to the provisions of subsection A of this section which have been provided to persons who actually render service as teachers in the public schools of this state if not less than seventy-five percent (75%) of the teaching assignment is in a subject area specified in subsection A of this section. Loan forgiveness shall be one (1) year's loan for each school year of service rendered. One-half (½) school year of service shall be required for forgiveness of an intersession or summer session loan.

E. Persons failing to complete an appropriate program of studies or to meet any other requirements for full-time teaching employment, including certification in an area of mathematics, science, computer learning, or foreign languages, shall immediately become liable to the Oklahoma State Regents for Higher Education for the sum of all outstanding loans received pursuant to the provisions of this section. Persons liable for repayment of loans shall also be liable for interest for the entire period of the loans at a rate to be determined at the time each loan is granted. The Oklahoma State Regents for Higher Education may grant forbearance or deferment for justifiable temporary periods of interruption of studies. In the event of a borrower's death or total and permanent disability, the Chancellor of the Oklahoma State Regents for Higher Education may cancel the borrower's indebtedness to this program.

F. The Oklahoma State Regents for Higher Education shall require the execution of appropriate contracts and promissory notes with loan recipients. The Chancellor, with approval of the State Regents, may contract with any other appropriate organization or unit of government for the administration of the provisions of this section.

G. All loans and interest repaid to the Oklahoma State Regents for Higher Education pursuant to the provisions of this section may be used for the continuation of this program.

H. If insufficient funds are available for loans to qualified persons during any fiscal year, the Chancellor may make reductions in the loans made to qualifying applicants. Priority consideration may be given to highly qualified persons previously participating and making satisfactory academic progress in the program as determined by the institution.

Added by Laws 1985, c. 354, § 4, emerg. eff. July 30, 1985. Amended by Laws 1990, c. 106, § 3, operative July 1, 1990.

§ 699. Financial assistance applicant to prove compliance with Military Selective Service Act

Any student who applies for any type of state-provided financial assistance, including, but not limited to, grants, loans, scholarships or other types of aid provided pursuant to the Student Educational Assistance Fund established pursuant to Section 622 of this title, the Oklahoma Rural Medical Education Loan and Scholarship Fund, established pursuant to Section 625.1 of this title, the Oklahoma Higher Education Tuition Aid Program, established

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5/3/93 pc: Wiley
Englehart
J. Mitchell
C. Jackson

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OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

April 28, 1993

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MAY 0 [illegible]
PRESIDENTS
OFFICE

State Capitol Complex
500 Education Building
Oklahoma City, Oklahoma
73105-4500

To Presidents of Institutions in Oklahoma Higher Education

Dear Presidents:

Re: Future Teachers Scholarship Program Policy Revisions

At their regularly scheduled meeting of April 23, 1993, the State Regents adopted proposed revisions to the Future Teachers Scholarship Program Policy.

The adopted policy revisions were made to clarify and strengthen the requirements of the program. The following is a summary of the policy revisions included in the attached policy statement.

1. The purpose of the program has been restated for clarity.

2. The eligibility criteria have been modified to simplify the rules governing a student's eligibility for the program. Students may qualify on the basis of high school class rank, as provided by law, ACT/SAT test scores, or a strong undergraduate record.

3. The grants and payments section has been revised to provide the institutions and recipients a better understanding of the award process. The maximum award of $1,500 is available only to full-time upperclassmen and graduate students. Lesser amounts are available to underclassmen and part-time students.

4. The new nominating procedures section explains the procedures and duties of the institutions and the State Regents in the nomination of recipients.

5. The study load requirements and certification of compliance sections have been deleted. The substance of these deleted sections has been incorporated into the revised sections on eligibility and awards.

We appreciate your assisting the State Regents in meeting the requirements contained in the revised policy.

Sincerely,

Hans Brisch
Chancellor

HB/kf
Enclosure

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Section 2
TEACHERS' ASSISTANCE

POLICY AND PROCEDURES FOR THE FUTURE TEACHERS SCHOLARSHIP PROGRAM

PROGRAM PURPOSE

a. Senate Bill No. 228 of the 1985 Oklahoma Legislature authorized the Oklahoma State Regents for Higher Education

> *. . . to establish and maintain an incentive scholarship program to encourage the preparation of teachers in critical shortage areas for the public schools at one or more of the Oklahoma public or private higher education institutions. Prospective teachers, whether planning to pursue an undergraduate teacher education program or to become qualified to teach after earning a bachelor's degree in a critical shortage area, shall be considered if they have graduated from high school with a grade point average ranking them in the top fifteen percent (15%) of their graduating class. To the extent that funds are available, scholarships of One Thousand Five Hundred Dollars ($1,500.00) per year, renewable for up to three (3) additional years, shall be awarded to cover costs of general enrollment fees, other fees, books, materials, and services provided by the institution, including room and board [70:698.1].*

b. The purpose of the Future Teachers' Scholarship Program is to address teacher shortages in critical areas of the public schools in Oklahoma by making scholarships available to undergraduate and graduate students who meet the eligibility criteria and demonstrate an interest in teaching in those fields.

ELIGIBILITY

a. Individuals who are residents of Oklahoma who have demonstrated a commitment to obtain the necessary credentials to teach in a critical shortage area shall be eligible for consideration if they have:

(1) Graduated from high school with a cumulative grade point average which ranks them in the top fifteen percent (15%) of their high school graduating class; OR

(2) Scored at or above the eighty-fifth (85th) percentile on the ACT or other similar acceptable battery of tests either in the class as a whole or for a sub-division of the student population as follows: Black, Native American, Hispanic, and Asian; OR

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(3) Been admitted to a professional education program at an accredited Oklahoma institution of higher education; OR

(4) Achieved an undergraduate record of outstanding success, as defined by the institution.

b. Scholarship recipients must maintain no less than a 2.5 cumulative grade point average to remain eligible for renewal of the scholarship; it is expected, however, that renewal recipients will attain a 3.0 cumulative grade point average or better.

c. Each scholarship recipient shall have agreed to teach in a shortage area in the public schools in Oklahoma for a minimum of three (3) consecutive years upon graduation and licensure as a teacher.

d. Either full- or part-time students may be eligible; however, highest priority will be given to full-time students.

GRANTS AND PAYMENTS

a. Provided that funds are available, the scholarship award for students pursuing study under the Future Teachers' Scholarship Program will be based on the following scale:

Enrollment	Hours Completed Toward Baccalaureate Degree	Maximum Award
Full-time	60 hours and above	$1,500
Full-time	Less than 60 hours	$1,000
Part-time	60 hours and above	$ 750
Part-time	Less than 60 hours	$ 500

For purposes of this policy, full-time enrollment means not less than 12 hours per semester for undergraduates and not less than 9 hours per semester for graduate students. Part-time enrollment means not less than 6 hours per semester.

b. Upon enrollment verification by the institution, the first payment of each recipient's entitlement will be distributed during the fall semester, and the second distribution will be during the spring semester.

c. The award will be paid directly to the institution on the student's behalf with appropriate restrictions and conditions that such monies be expended only for the purposes authorized by State Statute.

MAXIMUM LIMITATIONS

a. Recipients may receive the Future Teachers' Scholarship Program grant, which is to be awarded annually on a competitive basis, for not more than four years or the equivalent of four years of full-time study.

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NOMINATION PROCEDURES

a. Applicants shall complete the required application form and submit it to the institution.

b. Institutions shall review applications and nominate candidates for the scholarship to the State Regents. Institutions shall rank candidates in priority order and recommend an award amount for each candidatE.

c. Institutions may submit alternate candidates, also ranked in priority order.

d. Institutions must certify that first time applicants meet the eligibility criteria and provide supporting documents when submitting the applications.

e. Institutions shall certify that renewal nominees have:

(1) demonstrated scholarship and continued professional growth. In general, a 3.0 cumulative grade-point average is expected; any student failing to maintain a 2.5 cumulative grade-point average shall be disqualified; and

(2) enrolled in an approved program of study; and

(3) demonstrated progress in meeting requirements for licensure and certification.

f. Institutions shall provide to the State Regents documentation of the method of candidate selection used.

g. The State Regents shall convene an advisory committee to recommend scholarship recipients to the Regents.

h. The State Regents shall notify both recipients and institutions of the award.

For Further Information On This Program, Contact:

Future Teachers Scholarship Program
Oklahoma State Regents for Higher Education
500 Education Building, State Capitol Complex
Oklahoma City, Oklahoma 73105-4503
(405) 524-9100

Approved by the Oklahoma State Regents for Higher Education on June 26, 1985.
Revised: April 23, 1993

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